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ABSTRACT

The young child learns patriotism through music, art, games, and dramatic activities. Concepts in history (names, dates, events) geography, and civics are introduced through specific activities. The media are used as a source of information. Art activities, listening to original stories, musical activities, pantomime, and role playing provide opportunities for creativity development. Methods for interrelating the various subjects are detailed. Cognitive goals include: (1) the name and location of the United States; (2) why the Revolutionary War was fought; (3) the purpose of the U.S. Constitution; (4) the names of the founding fathers; (5) how life during the colonial era has influenced life today; (6) general facts about the presidents; (7) how people choose the U.S. president; (8) the flag as symbol of the United States; (9) how the government issues money and stamps; and (10) the Fourth of July as the nation's birthday. A bibliography is appended. (SM)

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PATRIOTIC UNIT

by
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Jean Kelly

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Malcolm Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa

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EARLY CHILDHOOD
UNITS

These units were developed for use with young children in day care centers, head start programs, nursery schools, kindergartens, and other Early Childhood programs. Each unit contains activities in art, music, language arts, social studies, science, math, creative drama, physical education and reading readiness, that make it possible to teach the stated behavioral objectives and generalizations. A check list for evaluation also is included in each unit. Suggestions for bulletin boards, field trips, cooking activities, and a multi-media bibliography are included.

Judy Finkelstein
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Jean Kelly

- -

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PATRIOTIC UNIT

I. Introduction:

The concept of patriotism is a difficult one for the young child to grasp. This unit will attempt to draw together and focus on facts about our country that the young child can understand.

II. Generalizations:

1. The country we live in is the United States of America.
2. Our country is over 200 years old. Our forefathers fought the Revolutionary War to make our country free. They gave our country rules to live by called the Constitution.
3. Many people worked together to obtain freedom and form a nation that was a good place to live. Among these were: George Washington, Paul Revere, Betsy Ross, Abraham Lincoln, Benjamin Banneker, Thomas Jefferson.
4. The way people lived at the time of the Revolution has influenced the way we live today.
5. Our country has had many presidents.
6. The President lives in the White House in Washington D.C., which is the capitol of our country.
7. Our parents assist in choosing the new president by voting on election day.
8. The flag is the symbol of our country. We pledge allegiance to it.
9. Newspapers, television, and radio help us learn about the President and what is happening in our government.
10. Our government issues stamps and money for us to use. Many presidents are pictured on our stamps and money.
11. We celebrate our country's birthday on the 4th of July.

III. Objectives:

1. The children will locate the U.S.A. on a world map and/or globe.
2. The child will be able to state that U.S.A. stands for the United States of America.
3. The child can name two people involved in the Revolutionary War and/or the colonial period.
4. The child can give one or two reasons why Americans wanted to have a new country.
5. The child can give examples of life today and life 200 years ago.
6. The child can tell three things about colonial life.
7. The children can tell that the Constitution is a set of rules to live by.
8. The child will name two past presidents and our current president.
9. The child will visit a voting booth and view a voting machine, if possible.
10. The child will locate Washington D.C. on the map.

11. The children will hold an election in the room.
12. The child will recite the pledge of allegiance.
13. The child will identify the colors of the flag.
14. The child will name the shapes found in the flag.
15. The children will bring to school clippings from the newspaper about affairs of government.
16. The child will recognize a penny, nickel, dime, quarter, half dollar and dollar.
17. The child will march and play rhythm instruments in the Patriotic Band.
18. The child will sing patriotic songs, recite fingerplays, and participate in art activities presented in this unit.
19. The child will dictate a story about his favorite president.
20. The children can tell the significance of the 4th of July.

IV. Curricular Emphases:

The main area of emphasis in this unit is social studies. Activities appropriate for the young child introduce concepts in history (names, dates, events) geography (maps, the globe, location of places and areas), and political science (rules and elections). Language arts activities include discussions, literature, the dictating of charts, letters and stories, and viewing movies and filmstrips. The news media is introduced as a source of information. Art activities, dictating original stories, musical activities, pantomime and role play provide opportunities for development of creativity. Science activities revolve around the primary processes. Our flag and coins are used to present math concepts.

V. Activities:

A. Art:

1. Fireworks - Marble Painting - Construction paper is put in low flat pans. Marbles are placed in muffin tins that have red, white, and blue tempera in the cups. Paint-covered marble is placed in pan and rolled around. Use the story The Summer Snowman, by Gene Zion (see Children's Books), for motivation.

2. Quilts - Muslin sheets are divided into squares. One third of the sheet is taped on a table. Each child crayons a picture of colonial life. The squares are ironed to take out the wax and leave in color. The sheet is sewn into a quilt. The children may be able to add yarn tassels at the corners of the square.

3. George Washington's Cherry Trees - Cut from green construction paper with brown for trunk. Paste on pink, round cereal for cherries.

4. Dolls - Make these from pipe cleaners, scraps of material, and spools, as colonial girls must have done.

5. Stars - Trace and cut stars. Decorate with glitter and sequins.

6. Wood Sculpture - Glue wood scraps together with Elmer's Glue to make designs.

7. Clothing - Cut a deerskin jacket from a brown paper bag. Decorate it with crayons or sequins to represent beads.

8. Penny Art - Have children bring pennies. Glue on construction paper to make pictures. Teacher label the pictures. Let each child take his picture home.

9. Spong printing with red, white and blue paint.

10. Rhythm Instruments -

    a. Shakers - two aluminum pie tins, put a few peas or corn seeds inside one. Staple the two together along the rim.
    b. Drum Oatmeal Boxes - decorate by covering with construction paper or by painting them. Attach string--replace top.

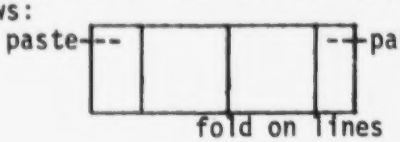
    c. Shakers - use orange cans or cardboard rolls. Place a few marbles, seeds, or bottle caps inside. Cover each end. A tongue depressor can be inserted through one end and secured by masking tape.

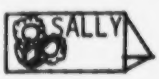
11. Flags - Use red, white, and blue paint, red, white and blue construction paper strips, or red, white and blue crayons, on a 9" x 12" sheet of paper.

12. Painting of his/her choice using red, white and blue paint.

13. Patriotic Headband - Fold a long strip of newsprint in half to form a headband. Strips of blue and red construction paper are used to decorate. After it is completed and adjusted to the child's head size, the headband is stapled together.

14. Penny-Wise Place Cards - Cut a piece of construction paper 7½" x 3 3/4". Fold as follows:
Glue pennies on card as part of a design. Then draw the rest of the design and print the name desired. Fold the card, and paste the two bases together, making a standing triangle or tent.





15. Silhouettes - Use light of study lamp or filmstrip projector to cast a profile shadow of the child on black paper taped to the wall. Trace around it and cut out.

16. Foot Prints - Dip feet in tempera paint and place them on long brown paper to make prints, or place feet on paper, trace around them and cut them out. Use red, white and blue paint or paper. Use for bulletin board idea #3.

17. Log Houses - On 9" x 12" sheet of paper, make a log cabin from tongue depressors or small twigs. Use rubber cement to glue structure in place.

18. Cherry Trees - Paint trunk with brush. Use small pieces of sponge dipped in paint to make leaves and small brush to add cherries.

19. Trailing - Combine glue with tempera paint in a squeeze bottle. On a 9" x 12" piece of construction paper, squeeze the path George Washington might follow riding his horse to Mt. Vernon.

20. Light Bulb Pictures - Give each child a piece of paper shaped like a light bulb. Have them color a picture of their choice. Initiate with a discussion of Thomas Edison.

21. Three-Cornered Hat - Fold 18" x 24" piece of newsprint in half. Fold corners of folded edges to center until the edges meet. Open. Fold bottom edges out making a brim. Staple or tape to keep edges up. Decorate with stars and stripes.

Motivation: Song "My Hat It Has Three Corners," <u>This Is Music</u>, Allyn and Bacon, p. 145.

22. Parade Pictures - Ask child to draw or paint picture of patriotic parade he has seen or taken part in. Motivate with <u>The Parade Book</u>, by Ed Emberley (see Children's Books).

23. Sock Horses - Stuff a man's sock with rags, old nylons, etc. Glue on felt scraps, buttons, etc. to make a face. Use yarn for bridle and halter. Tie head to broomstick to make hobby horse.

24. Mural of Presidents - Have children (3 or 4 at a time) draw pictures showing one aspect of a president's life they have learned during the unit.

25. Original Flags - Paint, crayons, or construction paper and paste may be used to make original designs on 9" x 12" piece of paper. Attach to dowel or paper roll with glue.

26. Clay Emblems - Roll or press clay out flat. Use flag and presidential cookie cutters or make original patriotic emblem. Poke a pencil hole through top. When dry, paint and hang on "Patriotic Tree."

B. <u>Games</u>:

1. Learn a simple square dance (e.g. Virginia Reel).

2. Captain May I - Children face "Captain" who gives orders such as, "Sam, take one giant step." Sam must say, "Captain, May I?" before he can carry out the order. If he forgets, he goes back to the starting line. The first child to reach the Captain wins and becomes leader for the next game.

3. Hide the Penny - Three children leave the room. Another child places the penny in a spot in the room where it cannot be immediately seen. The three children return to the room and search for the penny. When they see it, they leave it in place and return to the group. As soon as the three children begin their search, the group starts counting to 50. If the penny has not been sighted by the time the group counts to 50, the child who placed it retrieves it, and three more children are chosen to leave the room.

4. President Says - (played like Simon Says) - Leader gives orders such as march, turn right, sit down. Children are to follow only those orders which are preceded by the phrase "President Says." You may also use "King George Says."

5. Listening Game - Place one or more coins in small match boxes. Shake a box and see if child can distinguish between 1 nickel and 5 pennies, 1 dime, 2 nickels, or 10 pennies.

6. An American in the Colony - (tune: Farmer in the Dell) - Make an experience chart of the kinds of things colonists had to do to live at that time.

7. Looby-Loo - (right and left concept)

8. Hokey Pokey - (right and left concept)

9. The President in the White House - (tune: Farmer in the Dell) - Make an experience chart of the kinds of things a president does.

C. Music:

The Kindergarten Book, Ginn

America. . . . . p. 87
Battle Hymn of the Republic. 87
The Star-Spangled Banner 88
Yankee Doodle. 89
America the Beautiful. 90

The Magic of Music, Ginn

Our Flag . . . . . p. 118
Battle Hymn of the Republic. 118
Yankee Doodle. 119
America the Beautiful. 121
America. 120
The Star-Spangled Banner 122

Music 'Round the Clock, Follett

America the Beautiful. . . . . p. 65
America. 66

Tom Glazer's Treasury of Folk Songs, Grosset and Dunlap

America the Beautiful. . . . . p. 16
Battle Hymn of the Republic. 28
Clementine 51
Dixie. 66
The Marine's Hymn. 159
She'll Be Coming Round the Mountain. 199
Shoo Fly 201
There's A Hole in My Bucket. 216
Yankee Doodle. 249

The American Singer, Book 1, American Book Company

Battle Hymn of the Republic. . . . . p. 64
Columbia, the Gem of the Ocean 64
The Star-Spangled Banner 65
Our Flag 66

The Small Singer, Bowmar

Patriotic Medley . . . . . p. 108
Sing a Song About the Flag 111

Happy Singing, C. C. Birchard and Company

America. . . . . p. 70
The Star-Spangled Banner 71
Salute the Flag. 72
On Parade. 73
Yankee Doodle. 74
Our Airmen 75
The Marines' Hymn. 76
The Puritan Maid 77
Our America (A Music Play) 78

Music For Early Childhood, Silver Burdette

America. . . . . p. 106
America the Beautiful. 107

Music For Young Americans, ABC Music Series

Abraham Lincoln. . . . . p. 147
Washington Was First 148
Our Flag 152
The Flag 152
The Fourth of July 153
Columbia, the Gem of the Ocean 153

My Picture Book of Songs, Donahue

Washington and Lincoln . . . . . p. 39
I'm A Soldier. 43
Red! White! Blue!. 43

Fireside Book of Favorite American Songs, Simon and Schuster

Daisy	p. 5
Battle Hymn of the Republic	73
Shoo, Fly, Don't Bother Me	92
Yankee Doodle	106
Star-Spangled Banner	114
Pop! Goes the Weasel	118

The Laura Ingalls Wilder Songbook, Harper and Row, 1968

Oh, Susanna	p. 46
Old Dan Tucker	66
Polly-Wolly-Doodle	70
When Johnny Comes Marching Home	82

The Red, White and Blue Songbook, Scholastic Book Services

The entire collection is appropriate for this unit.

Additional Musical Activities:

1. Hands and Feet Band Sessions - Divide class into two groups: clappers and stampers. Children accompany piano or record using hands or feet as assigned.

2. Rhythm Time #1 and #2, Bowmar Records, can be used for the following:

   a. "Clown" - Dancing with red, white and blue crepe paper streamers.
   b. "Galloping Horses" - Galloping to Mt. Vernon.

3. Rhythms to Reading, "February Holidays," by Lucille Wood, Bowmar Records contains many appropriate patriotic songs including "Patriotic March" which can be used as the children parade with

   a. three cornered hats and rhythm instruments (art activity #21),
   b. flags they have made (art activity #25), and
   c. chanting of cadence: left, right, left, right, etc.

4. Movement Activities:

   a. March by twos and by fours.
   b. March with band instruments.
   c. Free movement with red, white, and blue streamers to music or silence.
   d. Use Small Singer, Bowmar Records, "Patriotic Medley," for marching.
   e. March to any band or Soussa march record.

5. Sing and march to the following poem to the tune of Twinkle, Twinkle, Little Star:

Left, right, left, right,
Here we come,
Beating on a little drum.
Left, right, left, right,
Through the room,
Hear the drum go boom, boom, boom.
Marching, marching, come with me,
We'll be in step, just you see.
Left, right, left, right,
Here we come,
Beating on a little drum.

D. Science:

1. Observing - Encourage observation of newspapers and television as one way we learn about the president.

2. Recording Data -

   a. Draw pictures illustrating one thing observed on the field trip.
   b. Depict, through pictures, aspects of a president's life.

3. Manipulating -

   a. Place picture of a flag on the flannelboard along with seven red stripes and six white ones, a blue rectangle, and a few white stars. Encourage the children to use flannel pieces to make a flag.
   b. Use Lincoln Logs to build log cabins.

4. Measuring - Practice measuring ingredients used in recipes of the Cooking section.

5. Space/Time Relationships - Discuss size and shape of children's foot prints and silhouettes.

6. Communicating - Have the children dictate things they know about the president. Record ideas on an experience chart.

7. Investigating - Make an experience chart of "How We Find Out About. . . "

   a. the President,
   b. our capitol,
   c. the White House, etc.

8. Inferring - Try to match children's names with correct silhouettes. Encourage the children to look for similarities before placing the name under the correct one.

9. Classifying - Ask the children to group blocks and flannel shapes by shape and color. Use rectangles, squares, and stars of different colors.

E. Math:

1. Count the stars and stripes on the flag, today's and George Washington's. How many red, white? Are there more or less red or white?

2. Make flannel cutouts (10) of flags, stars, etc., and numerals 1-10. Place either a numeral or a set of cutouts on the flannelboard. The child can build a set to match the numeral or choose the number that corresponds to the set.

3. Play recognition games with a real penny, nickel, dime, quarter, half dollar, and dollar. Show penny. Ask child to name coin and to tell what famous person is on it. Make or purchase felt coins which the child can manipulate on the flannelboard.

4. Provide red and white strips of felt (1" x 6"). On the flannelboard make a flag pattern, e.g., red, red, white; red, red, white. Ask the child to use more strips and extend the pattern.

5. Make or purchase a set of stars for the flannelboard. Use them to develop the concepts of more than, less than, and the same as: "My flag has four stars (display four stars). Can you make a flag with more stars than mine?" Less than, etc.

F. Creative Dramatics:

1. Construct a voting booth from a large cardboard box. Let the children role play voting.

2. Act out the story of George Washington chopping down the cherry tree.

3. Dramatize something a president might do. Others try to guess the action.

4. Asterisks appear in the following Movement and Sound stories. These indicate the points at which children should make the appropriate movement or sound. The teacher should work out a signal system with the children prior to using these stories. For instance, when the asterisk appears, the teacher will raise her hand and the children will make the movement or sound. When she lowers her hand, the children cease making the movement or sound.

Movement Story:

Come on everybody. Let's get in our Time Machine and go back, back, back in time to when George Washington lived. Climb in.* Buckle your seat belt.* Don't want you to fall out in the wrong year. Here we go back * 1978, 1977, 1976, oh, now we are going

faster,* 1950, 1920, 1900, 1880, 1850, start putting on the brakes,* 1830, 1810, brake some more * 1790, slower,* 1780, and here we are 1776. Put on your warm clothes,* and get on your horse.* We'll help General Washington with the Revolutionary War. He wants us to ride with Paul Revere and tell everyone the Red Coats are coming. Let's ride over here to this house.* Shout it out--"The Red Coats are coming." Okay, up this hill.* There's our Time Ship. Let's get in,* buckle up,* and let's move up in time to when people started moving west.* 1776, 1780, 1790, 1810, 1820, put on the brakes,* 1830, 1840, okay, stop here,* 1850. Get out.* Oh, look at that corn growing. This must be Iowa. There's a lot of people having a big party. Let's go over and see what's going on.* Oh, they're dancing. Take hold of their hands and join their circle.* (Dance Looby Lou.) Better move on in our Time Machine.* Now we'll set the dial for 1976 and land in Washington, D.C. It's the day of the presidential election and we have to vote. Go into the voting booth,* push down the keys,* pull the lever.* Good. Here comes our new president, Mr. Carter, walking down the street to the White House. Let's march along with him, his wife, and little girl.* Left, right, left, right, left, right, over the hill and back into our Time Machine.* Buckle up.* Off we go back to 19__ (present year)--it won't be a very long trip this time. Drive carefully.* (PAUSE) Here we are back to our year.* Park the Time Machine in the Time garage so it will be ready for our next trip back in time.*

Sound Story:

Listen! Hear that soft drum.* It's getting a little louder;* it must be coming this way. I think it's a parade. Hear all those marching feet.* There are some trumpets in that band, too,* and cymbals.* This must be the 4th of July parade. There are some funny old cars.* Here come some Minute Men on horses.* There's a float with Betsy Ross sewing on the flag.* She's putting on 13 stars. Let's clap 13 times: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen. Now we have 50 stars. Let's clap 50 times: one, two, three, four, etc. Here comes Yankee Doodle. Let's sing his song to him:* Yankee Doodle went to town, etc. There's a float with George Washington chopping down the cherry tree.* I wonder if he really did that. There's Abe Lincoln splitting logs to build a house.* That must have been a lot of work. Here comes the end of the parade. The last thing is the American flag. Let's all say the Pledge of Allegiance: I pledge allegiance to the flag, etc.

G. Language Arts:

1. Discuss the pictures from The Presidents, T. S. Dennison, and Lincoln and Washington, Scholastic Magazine. Encourage the children to answer questions such as:

   a. Who are some presidents?
   b. What did they do for America?
   c. What was their boyhood like?
   d. How do we honor them today?

2. Ask each child to contribute an idea to a group story: "If you were President, what would you do?"

3. Encourage children to tell original stories about George Washington, Abraham Lincoln, Betsy Ross, or the current president. Older students or teacher aides may help take dictation.

4. Ask children to bring newspaper articles and pictures to school. They may share these with the group during sharing time and post them on the "Presidents in the News" bulletin board.

5. Use telephone sets obtained from local telephone company to help children gain an understanding of how news travels over the telephone. Dramatize situations illustrating why we use the telephone: Daddy calls Mother to tell her he will be late for supper, friend calls to tell you he saw the President on TV, etc.

6. Dramatize a television or radio announcer giving the news or interviewing the president. If possible, watch a television newscast at school.

7. Dictate thank you letters to newspaper office and classroom guest speakers. Each child may sign his own name on the letters.

8. Make a vocabulary list. Put on such words as: patriotic, constitution, and words from the Pledge of Allegiance such as: republic, indivisible, etc. Define them. Keep adding to the list throughout the unit. (See Bulletin Board idea #8 and #2.)

9. Read and tell stories about George Washington, Abraham Lincoln, Betsy Ross, Paul Revere, Aesop's Fables.

10. Some children may be able to copy the name of the president or a favorite president.

H. Social Studies:

1. Provide several U.S. puzzles for the children to assemble as a free choice activity during independent work time.

2. Display a large U.S. map on which children can locate 1) Washington, D.C., 2) hometowns of presidents under discussion, and 3) our town.

3. Display a sample of the flag today and in George Washington's day. Discuss similarities and differences.

4. Visit a newspaper office to see how the news is obtained and printed.

5. Learn the Pledge of Allegiance. Discuss what our flag represents and what the stars and stripes stand for. Emphasize that the right hand is used in the pledge.

6. Make a list of places where the flag is always on display.

7. Provide top hats, powdered wigs (can be made from cotton batting) etc., for role playing of former presidents.

8. Use large blocks to build a log cabin in which children can role play Abe Lincoln, etc. as a boy.

9. Hold an election of room helpers, i.e., line leader, person to turn off and on lights, someone to take attendance, etc.

10. Set up some room rules, i.e., always walk; use a soft voice; one person talks at a time; keep your hands and feet to yourself; etc. State them in the positive. Let them tell the children what they will do--just as the items in the constitution tell us what will happen in our country. Make this comparison.

11. Have a Patriotic Breakfast, Lunch or Supper. Use recipes from Heritage Cookbook, Better Homes and Gardens, Meredith Corp., 1975, or The First Ladies Cook Book, Parents Magazine Press, 1969. Invite parents, another class, etc.

12. Make an experience chart, "What the President Does." Get across the idea that being the president is a job.

I. Cooking:

1. Make cherry jello. When set, cut into squares and decorate with fresh or canned cherries.

2. Use a cake mix or favorite recipe to make cupcakes. Provide cherry frosting, sugar candies, raisins, etc. and let each child decorate his own cupcake.

3. Johnny Cake - Use story George Washington's Breakfast, by Jean Fritz (see Children's Books) for motivation.

1 egg	3 t. baking powder
1 cup plus 2 T. milk	1 t. salt
½ cup flour	3 T. soft shortening
1½ cup cornmeal	
2 T. sugar	

Heat oven to 450 degrees. Generously butter 12 muffin cups, corn stick pans, or a square pan, 9" x 9" x 1 3/4". Beat eggs. Measure flour and add dry ingredients to flour. Combine the milk and the eggs and add the dry ingredients. Pour or spoon batter into hot pans until almost full. Bake 10 to 15 minutes for corn sticks or muffins, 20 to 25 minutes for cornbread. Makes about 12 muffins or corn sticks, or pieces.

4. Make butter. Shake whipping cream in a jar.

5. Hasty Pudding -

   1 cup yellow cornmeal
   butter

   In a bowl combine cornmeal and 1 cup cold water. In heavy sauce pan bring 3 cups water and ½ t. salt to a boil. Carefully stir in the cornmeal mixture, making sure it does not lump. Cook over low heat, stirring occasionally for 10 to 15 minutes. Serve pudding with a pat of butter, maple syrup, brown sugar, molasses or cream. Serves 6 to 7.

6. Let the children taste maple sugar and see how it is made.

7. Hot Chocolate

8. Vegetable Soup - (for approximately 50 people)

   1 lb. stew meat cut in small pieces
   1 soup bone
   3 gallons water
   1 bunch carrots
   1 stalk celery
   6 potatoes
   2 onions
   12 bouillon cubes
   2 bay leaves
   2 T. salt (approximate)

   a) Have children cut up vegetables.
   b) Teacher cut meat.
   c) Put all ingredients except bouillon cubes in large kettle.
   d) Bring to boil.
   e) Simmer two or three hours.
   f) Add bouillon cubes during last 10 minutes.

9. Snow Ice Cream -

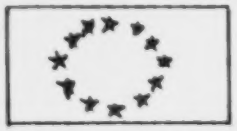
   2 cups milk
   4 eggs — beat together
   1 t. vanilla

   Fold in a large bowl of fresh snow (enough for your class).

10. Use recipes from Heritage Cookbook, Meredith Corporation, 1975, and The First Ladies Cook Book, Parents Magazine Press, 1969.

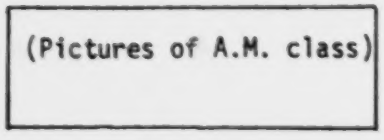
J. Bulletin Boards:

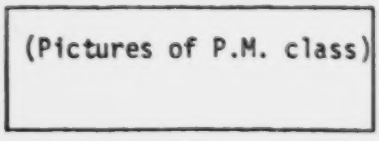
1. OUR FLAGS



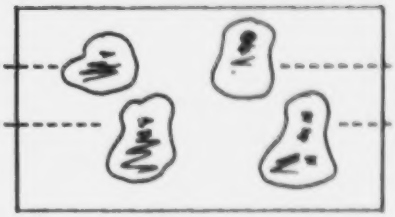
Flags children have made (art activity #25)

2. Do You Know These Patriots?

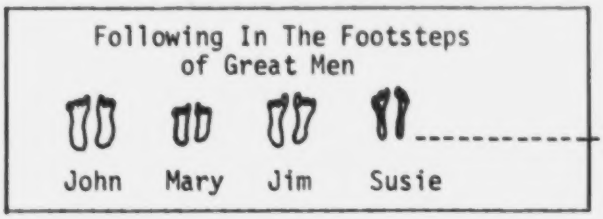




3. Who Am I?



4.

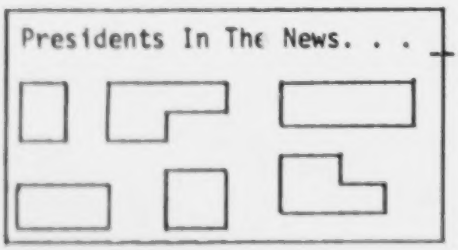


Use footprints of children - art activity #16.

5. "Guess Who" - Silhouettes of two children with names of several children below. The child will match name with correct silhouette. Use silhouettes from art activity #15.

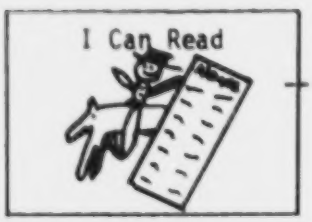
6. Display of Presidents' Pictures - Use picture set The Presidents, T. S. Dennison (see Picture Sets).

7.



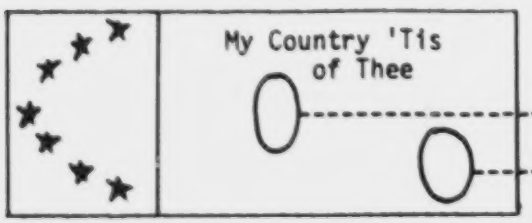
Use red, white, and blue crepe paper for border. Display articles and pictures students bring to share from newspapers and magazines, Language Arts activity #4.

8.

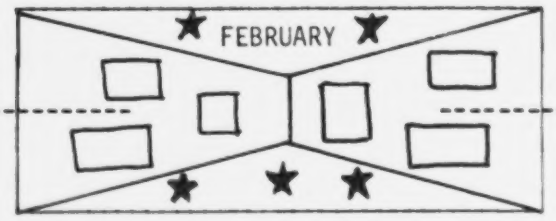


Town crier on horse with list of patriotic words.

9.



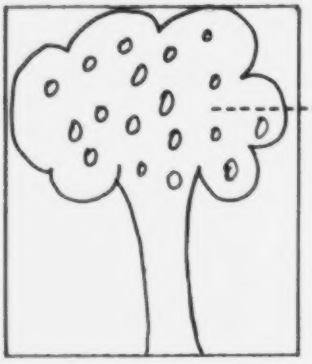
10.



Pictures of Lincoln and Washington

Pictures of Lincoln and Washington Monuments

11.

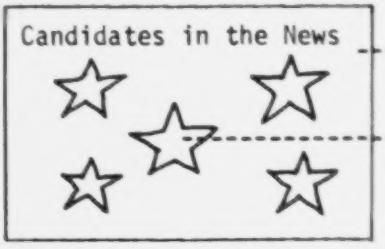


Each child cuts a circle and colors it red for George Washington's cherry tree.

12. Campaign button display.

13. Flag

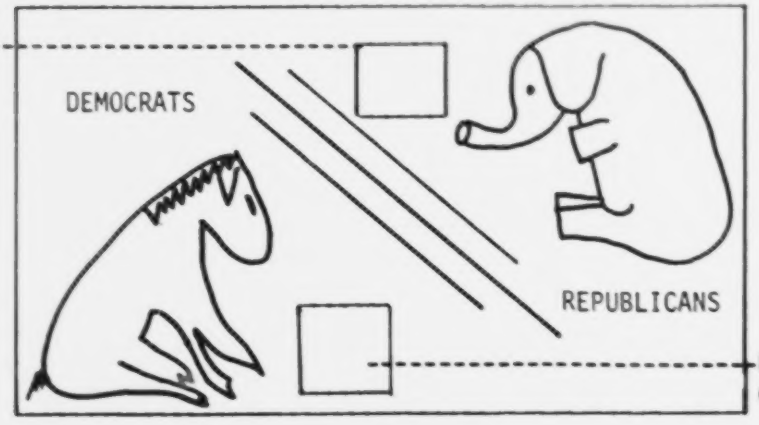
14.



Outline with twisted strips of red and white crepe paper. Use red, white and blue wrapping paper for background.

Place news articles children, on stars.

15.



Picture of Republican candidate

Picture of Democratic candidate

K. Resources - Field Trips, People, Etc.:

1. Take a field trip to the newspaper to find out how they gather material about presidents for the newspaper.

2. Invite grandparent or older citizen of community to share newspaper clippings, pictures, etc. of presidents they remember.

3. Invite local radio or television news announcer to describe his job.

4. Visit local museum to see relics of past America.

5. Observe raising and/or lowering of the flag on the school grounds.

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VII. Evaluation:

This is a suggested check list. The items correspond with the objectives. They are broad and general, and comments concerning the degree of specific children's accomplishments can be written in or kept in a separate card file. The check list is to serve as a model and can be extended as your situation demands.

															CHILD'S NAME
															Can give examples of life today and life 200 years ago.
															Tells three things about colonial life.
															Names two people in Revolutionary War.
															Can give one or two reasons why Americans wanted to have a new country.
															Defines constitution--tells what it is about.
															Names first president and present president.
															Shares newspaper articles.
															Marches and plays rhythm instruments in parade.